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SPOTLIGHT

ON
SCHOOL PUPIL PERSONNEL SERVICES

NOVEMBER 1974

VOLUME 4, NUMBER, 3

Alberta
EDUCATION

FOCUS ON

PUPIL PERSONNEL DIRECTORS' ASSOCIATION

Around the table from the left: Peter Baker - Edmonton Regional Office; Bud Baker - Strathcona; Jim Welsh - Westlock; B. Fossen - Ponoka; Dave Thomas - St. Albert; Neil McDowell - County of Parkland, Chairman P.P.D.A.; Dr. John Brosseau - Edmonton Separate School Board; Steve Stevens - Sturgeon; Dr. Dave McDougall - Edmonton Separate School Board; Mrs. Heleen McLeod - Edmonton Public School Board; Gerald Porter - Leduc, now Acting Supervisor of Guidance and Counselling.

The year 1974 marks the fifth year of activity for the Northern Alberta Pupil Personnel Directors' Association. The P.P.D.A. was formed as a result of several directors meeting to discuss concerns of a mutual nature such as testing, elementary counselling, learning disabilities, and various referral agencies. Since the association's inception as a more formal body, regular meetings have been held every two months with representatives from both Edmonton city school boards and surrounding jurisdictions in attendance. Some of the original members such as Dave Thomas, Steve Sieben, Jim Welsh, Gerald Porter, and Neil McDowell are still involved in the group's many activities.

The group's activities have evolved from initial concerns regarding counselling programs, referral agencies, diagnostic learning problems, utilization of special funds, and role development in pupil personnel. Some of the causes giving impetus to changing the role of pupil personnel work are:

1. A greater emphasis on learning disability programs,
2. Expansion of the mental health movement and preventative counselling,
3. Greater availability of trained educational psychologists and special education personnel,
4. Changing financial resources and availability of special funds,
5. A greater awareness of existing services,
6. The humanization of education.

Thus a change in direction has taken

place in the P.P.D.A. with a move towards organization of services, as administrative responsibilities of Directors grew with the adoption of special programs and changing emphasis in education.

The P.P.D.A. continues to fill the needs of its members through facilitating information and assisting in the organization of services and programs. Through this means, Directors can become better informed and hopefully able to be more effective in their respective school jurisdictions.

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FOCUS ON

GUIDANCE COUNCIL - HELEEN MCLEOD

HELEEN MCLEOD, current president of the Alberta Teachers' Association Guidance Council (ATAGC) has worked in a variety of settings as a teacher, a counsellor and a psychologist. She has been actively involved in counsellor education at both the University of Alberta and the University of New Brunswick.

During the summer of 1971 Heleen was employed as a research assistant in Greenland working in the area of cross-cultural studies. She presented an invited paper to the International Round Table for the Advancement of Counselling held in Cambridge, England, April, 1974. More recently, Heleen was invited to attend a national conference of mental health professionals who met to examine and made recommendations regarding the delivery of mental health services across Canada.

During the 1973-74 school term, Heleen held the position of Acting Director of Counselling Services with the Edmonton Public School Board, she is currently employed with the Edmonton Public School Board as Supervisor of Staffing. Her main responsibilities are in the areas of Counselling Services, Special Education and the Bureau of Child Study.

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FOCUS ON

ANNUAL SCHOOL COUNSELLORS CONFERENCE
Red Deer, October 4 & 5, 1974

"The Counsellor as Educator" was the theme of the 1974 counsellors conference jointly sponsored by the Alberta Teachers' Association Guidance Council and the Department of Education, Province of Alberta. The conference was held in Red Deer on October 4 and 5, 1974. Co-chairpersons were Heleen McLeod, President-Elect of the Guidance Council and Gerry Porter, Acting Supervisor of Counselling and Guidance for the Department of Education, Province of Alta. Master of ceremonies for the conference was Dr. Lloyd West, Guidance Council President.

Even though the weather was less than cooperative with snow, icy roads and blizzard

conditions the order of the day, the conference was well attended by an enthusiastic group of nearly two hundred. All sessions including breakfast were well attended and the general feedback regarding the conference was very good.

We were most fortunate in having the Institute of Chartered Accountants of Alberta once again host our pre-banquet wine and cheese party. As well, the institute provided an ample supply of wine for our banquet. The presence of the accountants and their guests, as well as their most generous hosting of these events added enormously to the success of Friday evening.

The keynote banquet speaker was Dr. A.E. Hohol, Minister of Manpower and Labor for the Province of Alberta. Dr. Hohol was once very closely involved in school counselling in Alberta. He spoke about Alberta's current manpower situation and how counsellors, both those working in schools and those working with persons who have already left school, can work for the greatest benefit of their clients, as related to the world of work.

Mr. W.R. (Bill) Morris, a long-time and honorary member of our organization, spoke to us regarding the history of the Guidance Council. It was of great interest and frequently somewhat humbling to remember the numerous persons who have worked extremely hard to build the Guidance Council and pupil service in Alberta to the point where they are today.

Following the banquet speakers, honorary memberships were presented by Dr. Lloyd West to Mr. R.E. (Ray) Shaul and Dr. A.E. (Bert) Hohol. Both of these men have worked tirelessly over the years in the field of education, and have done much for the whole area of pupil services in Alberta.

The following workshops were held on Saturday:

Glasser's Reality Therapy Applied to the Classroom - Mrs. Jean Moore - Department of Education (Calgary), Province of Alberta.

Workshop on Vocational and Educational Counselling
Dr. George Fitzsimmons - University of Alta.
Dr. Bert Giles - University of Alta.
Dr. Bill Hague - University of Alta.

Adlerian Techniques Applied to the Classroom
Dr. Don Sawatzky - University of Alta.

Alberta Information Career Center Pilot Project
Mr. Pat Shanahan, Department of Manpower and Labor (Edmonton), Province of Alta.

The Honorable Mr. J.L. Foster, Minister of Advanced Education brought greetings to our group from his department. What he said was of great interest to the counsellors in attendance. Mr. Foster spoke about the importance of school counselling to students before they reached the stage of advanced education. He made mention of the fact that perhaps additional monies would be made available for expanded counselling services in schools. Mr. Foster had indicated informally that he was surprised at the size of the Guidance Council - as professionals we must remember that our professional organizations depend upon our active interest and support in order to survive and to make our views heard.

From what was said at the conference, it would appear that several regional Guidance Council groups are showing signs of a very active year, both in the professional development and social spheres. These groups always welcome new members and the renewed enthusiasm and experience of post members.

This is the slate of Guidance Council officers elected for the coming year:

President - Heleen McLeod (Edm.)
Pres. Elect - Jack Flaherty (Lethbridge)
Past. Pres. - Dr. Lloyd West (Calgary)
Sec.-Treas. - Doug Melson (Edmonton)
Editor - Dr. Dave Merchant (Edmonton)

These persons will be open to suggestions members may wish to make to them

We anticipate an even more exciting conference in 1975 and look forward to meeting you there.

FOCUS ON

ADVANCED EDUCATION

The following article is one in a series designed to highlight student service activities in our department which might be of interest to secondary school counsellors. It is anticipated that student service activities of a variety of post-secondary educational institutions will be highlighted in future issues of "Spotlight."

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ADVANCED EDUCATION REGIONAL SERVICE UNITS

Several years ago, Vocational Education program consultants offered a part-time counselling service throughout Alberta. Demand for the service increased to the extent that several Regional Service Units with full-time counselling staff were established. Today, there are four Regional Service Units which cover the Edmonton, Calgary, Slave Lake and Lac La Biche areas.

Our services consist basically of providing counselling and, where appropriate, financial support to disadvantaged or disabled persons. A disadvantaged client is one who does not normally have a high school diploma or the likelihood of becoming employed. Disabled clients are identified in The Vocational Rehabilitation of Disabled Persons Act (VDRP) as persons whose physical or psychological disability prevents them from having normal opportunities for employment.

The major objective of our counselling service is to provide educational support which will assist our clients in following their chosen careers. While we prefer to support people in courses within Alberta, we have clients in other provinces and countries for specialized forms of education.

In dealing with our clients, we make full use of educational services within both the public and private sectors. Our support to clients is divided into two categories: academic upgrading and vocational education. For academic upgrading, all clients are supported to an appropriate level of education regardless of the length of time involved. For vocational education, only disabled persons may be supported without time limitation. Disadvantaged persons may be supported in vocational programs for up to fifty-two weeks.

Persons using our service are frequently referred by such agencies and groups as Health and Social Development, Canada Manpower, the CNIB, the Epilepsy League, school counsellors, and teachers. We appreciate the opportunity to provide this service to Albertans. For further information, our offices are located at:

406 Boardwalk
10310 - 102 Ave.
Edmonton, Alberta

801 Sun Oil Building
500 - 4 Avenue S.W.
Calgary, Alberta

Box 36
Slave Lake, Alberta

Box 417
Lac La Biche
Alberta

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Submitted by: P. Tietzen, Chairman, Student's Finance Board

The Student's Finance Board is trying to develop a better working relationship with the counselling staff of the provincial high schools. Through the courtesy of the Supervisor of Guidance and Counselling, with the Department of Education, the

Board's staff have started to meet with the high school counsellors. The Board has attended meetings of the counsellors and directors of counsellors in the Edmonton area, to date, and evisions having meetings with counsellors throughout the province in the upcoming years.

The view of the Board in having a working relationship with the high school counsellors is essential for three reasons:

1. The Board administers the high school bursary program and relies greatly upon the judgement of the counsellor to determine whether these bursaries should be awarded:
2. It is obvious that in many cases, especially in the more remote parts of the province, that the high school counsellor plays a very important role with regard to the decision of the student to pursue post-secondary studies:
3. In many cases the support of students by the parents is problematic due to the family structure. The high school counsellor has a great deal of information about the student which is relevant to the decision of future support. The Board would choose, wherever possible, to use his good advice with regard to the support of students.

It is, therefore, in our interest to have the high school counsellors well informed as to the Board's support system for students who need funds to pursue their studies.

For the past three years the Board has sent, directly to the student, general folios explaining the program and offering information as to where to seek further advice. Being as the folios direct the student to their high school counsellors, it would appear that the high school counsellor should be informed about the program beyond the level demonstrated in the folio. For this reason the Board is contemplating the development of a counsellor's handbook on Student's Finance so that the counsellors can offer more thorough information to students who have questions on the subject.

The Board has assumed, to date, that the counsellors have not been adequately provided with information regarding the programs. In order to determine just what the counsellors need in the way of information to advise their students, the Board is requesting that all high school counsellors submit their comments as to what form the envisioned handbook should take, including what specific questions should be addressed in the handbook. Those counsellors wishing to make suggestions should do so through the office of the Chairman, Student's Finance Board, 700 Devonian Bldg., Edm.

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STANDARDIZED TESTS

Continued from Article by Carl J. Bognar, May, 1973 edition of *Spotlight*

Thomas Nelson and Sons (Canada) Limited has expanded its Canadian standardized test programme through the development of new forms of the *Canadian Tests of Basic Skills* and the *Canadian Cognitive Abilities Test*. 1973 norms have been provided for two new forms of the *Canadian Tests of Basic Skills*, Grades 3-8, and one new form of the *Canadian Cognitive Abilities Test*, Grade 3-9. In addition, a Primary Battery of the *Canadian Tests of Basic Skills* for Grades 1 and 2 has been standardized.

The *Canadian Tests of Basic Skills* multi-level forms and the *Canadian Cognitive Abilities Test* were normed concurrently in the same school systems across Canada providing national grade equivalents and percentile ranks. A random stratified sample of approximately 30,000 students was chosen by Dr. E.N. Wright, Research Director, Toronto Board of Education. Students were chosen from

over 220 different Canadian schools including every size, location, and type: urban, rural, separate and public. Pupils from all ten provinces and the Yukon and Northwest Territories took part. In Alberta, there were schools selected from Chipman, Calgary, Coaldale, Craigmyle, Smith, Edmonton, Athabasca, Goodfish Lake, Bowden, Condor, Heinsbury, and Hanna.

The new *Canadian Cognitive Abilities Test* has evolved from the multi-level edition of the *Canadian Lorge-Thorndike Intelligence Tests* published in Canada in 1967. All test items in the *Canadian Cognitive Abilities Test* are new. Three new subtests have been added - Quantitative Relations, Equation Building, and Figure Synthesis. In all, ten subtests are assembled into three separate batteries - Verbal, Quantitative, and Non-Verbal. The new *CCAT* multi-level edition, along with the *CCAT* primary edition, enables continuous measurement from kindergarten to grade 9 of the individual's ability to use and manipulate abstract and symbolical relationships. Use of the new *CTBS* Primary Battery and the *CTBS* multi-level edition allows continuous measurement from grades I to 8 of basic skills essential for success in school work. In keeping with the trend towards non-graded, individualized instruction, the new forms of the *CTBS* and *CCAT* have eliminated grade designation. The tests relate to the pupil's age rather than grade, and several levels can be administered within one classroom.

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AFTER ORIENTATION AS PROBATION COUNSELLORS, TEACHERS CAN KEEP STUDENTS FROM GETTING INTO SERIOUS TROUBLE

Excerpt from Education Summary
Vol. 26 No. 24

Encouraging results are emerging from an experimental program in two Fairfax County (Va.) schools that focuses on inschool supervision of students who are on juvenile court probation. Truancy is down, grades have improved dramatically, and the number of students who had to appear in county juvenile courts because of inschool troubles has dropped from 15-20 last year to four this year.

Although results to date are only tentive, program administrators think so high of it that they've won permission to introduce it into four more schools next fall.

At each of the two schools currently involved - Falls Church High School and its feeder school, Whittier Intermediate - two teachers serve as probation counsellors after a two- to three-day orientation period. Students in trouble within the schools are referred to the teacher-counsellors rather than taken to juvenile court for action. The counsellors have the same powers as other juvenile court probation officers, and may make arrests or file complaints against the students, according to Kenneth H. McLaughlin, director of northern Fairfax County's Juvenile Center.

In the past, says McLaughlin, juvenile court probation officers couldn't help students until after they landed in trouble in school. Now they're always near a probation counsellor, and "their problem can be handled before they get in trouble."

The way it used to be, says Susan Anne Scott, a teacher-counsellor at Falls Church High, "to get to see a guidance counsellor, you had to make an appointment. Maybe they couldn't see you. The kids can come in and see us anytime, in the middle of class or whenever they want. We get phone calls at home from them, too."

Grades at Whittier Intermediate "improved

almost across the board by one letter grade," says teacher-administrator Stephen Reynolds. And a status report on the program asserts that none of the students introduced into it - there are usually about 30 at any one time - are now considered "major" school problems.

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RESOURCE CENTRE FOR THE VISUALLY IMPAIRED

Submitted by: Miss M. Hatch, Consultant for the Visually Impaired - Department of Education

Guidance Counsellors, school representatives, and administrative personnel attended the Annual CNIB/Department of Education Guidance Counsellors Seminars in Calgary and Edmonton last fall. These seminars are open to counsellors from schools having blind or partially sighted students in attendance. They will be held again at both locations in October, 1974. We desire to make these sessions of real value to counsellors in their work with handicapped students hence suggestions from counsellors concerning the format and content for these sessions are welcomed and will receive careful consideration.

Summer Course for Visually Impaired Students

This course, sponsored by CNIB with assistance from the Department of Education, emphasized the skills of braille reading and writing, typing, the use of tape recorders, mobility, the skills of daily living, spelling, note-taking, map reading and public speaking. Career information is also provided. The students participate in daily social and recreational activities. The students only complaint seems to be that the course is not long enough. They find it to be of value and they enjoy the social activities.

If you desire further information, please contact Miss M. Hatch, Executive Building, 10105 109 St., Edmonton, T5J 2V2.

EDEXS SHORT COURSE

Submitted by: N.W. McDowell, Director of Special Education & Counselling Services County of Parkland No. 31

The EDEXS (Education of Exceptional Students) course for consultants was held May 8-11 at the Centre of Continuing Education, York University. The course was attended by two Alberta Special Education personnel: Mr. Neil McDowell, Director of Special Education & Counselling Services, County of Parkland #31 and Mr. Ernie Jurkat, Edmonton Public School Board. The one-hundred and eighty participants included only those holding consulting or similar positions in the education of exceptional students and representation was gained from every province of Canada and some of the north-eastern states.

The course programme featured outstanding speakers and presentations, activity workshops, "talk-about" sessions, pose-a-problem sessions, regional topic sessions, and visits to educational centres.

Topics included both the educational and medical areas and ranged from facilitating the needs of the retarded, to the physically handicapped's education. The course was designed specifically for educators carrying out a consultative role in the schools in programmes for exceptional students (those with various kinds of disabilities as well as the talented or gifted). The noteworthy aspect of the course offering was that it offered action programmes in many areas of special education. Some of the more pertinent topics included "Perceptual Motor Programs," "Special Education Curriculum Innovations," "Prescriptive and Diagnostic Teaching," "Precision Remedial Teaching," "Distar," "Testing and Evaluation in Special Education," and "Early Identification."

It should be noted from all observations that Alberta looks relatively good in perspective in the field of special education. It was found that the waiting lists are long in most areas for gaining placements in special education centres or

institutions. Often diagnosis and placement in programmes does not come early enough in the child's life. Also, a shortage of consultative personnel and diagnosticians is prevelant and generally, speaking training for special education teachers is improving as more course offerings take place.

In summary, it seems the problems in special education are similar and shared by many. It is hoped through trained personnel and provision of proper facilities that a greater number of the problems will be resolved in the future.

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SPOTLIGHT ON

JUNE WEIN, Edmonton Public School Board No. 7

JUNE WEIN is a counsellor in 3 elementary inner city schools in the Edmonton Public School system working with students from Alex Taylor, Norwood and Cromdale schools. June has an extensive teaching background, having taught students from grade I to 12 as well as special education classes.

Alex Taylor and Norwood Schools have several particularly interesting projects in which Mrs. Wein, as well as other staff members, are strongly involved. A cultural evening is held once a month in Alex Taylor, Norwood or Sacred Heart School, with parents and pupils of all three schools participating. This cooperative effort among public and Catholic schools has received excellent support from members of the community and has helped strengthen community ties.

An active clothing exchange has been set up in Alex Taylor and Norwood schools. Christmas hampers are donated from other schools to distribute to inner city families.

Students from Alex Taylor School have the opportunity to take part in a camping experience either in Canada or elsewhere. Mrs. Wein was recently a supervisor when the camp for grade 6 students was held in Trinidad. The funding for these camps comes from active school and staff fund-raising campaigns.

A skating rink has been set up in the Alex Taylor School yard and all children have been provided with skates (with trade-ins permitted when the skates become too small).

With all the activities for students and the obvious interest in them it is not really surprising that many children do not want to leave school at dismissal time. As well, the care the pupils take of their schools is a sign of pride they feel for their schools.

Mrs. Wein has already done a great deal for the families she has come in contact with and her enthusiasm remains as fresh as ever.

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SPOTLIGHT ON

CHRIS LURIE, University of Calgary
GARNET MILLAR, University of Alberta

Receivers of the Counsellor Training Award at the University which they attended. The award is presented each year by the Department of Education, Counselling and Guidance Branch to the student judged by a selection Committee to be most outstanding in the Counsellor Training Program. They each receive a $100.00 award. Congratulations are extended to the recipients.

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CHRIS LURIE was born in Shelton, Wales in 1940, but later moved to Manchester, where she was educated at St. Clements Elementary and Fairfield High School. After 2 years of teacher training at Edge Hill College she taught in secondary schools in Manchester and Leeds, initially specializing in Music and English. Four years later she undertook further training under the auspices of London University, which included practical casework training in such agencies as the Probation Office and Children's Department. This led to her appointment as the City of Leeds' first full-time teacher for "Social Development." Her work was with underprivileged children, living in a suburban, but socially deprived and depressed area.

In 1970, Chris's husband decided to emigrate to Canada for further training in his field, and they came to Calgary along with their two young sons. This made it possible for Chris to complete her B.Ed. at the University of Calgary, and to proceed to study for the M.Sc. in Educational Psychology. All her course work is completed, and she hopes to finish her thesis by July, 1974.

Since living in Calgary, Chris has become interested in the question of Day Care for the children of working mothers and single parents, and in 1973 was President of the Board of Directors of Bowness Montgomery Day Care Association.

She remains a keen musician, playing the piano for her own and her family's pleasure, and singing with the Calgary Philharmonic Chorus.

Her immediate plans are to begin work in the Calgary Schools as a Guidance Counsellor, in September 1974. From there - who knows?

GARNET WILLIAM MILLAR was born in Fort Frances, Ontario. He completed his secondary school education in Kenora, Ontario. After attending teachers' college in Thunder Bay, Ontario, Mr. Millar taught for nine years with the Kenora Board of Education. Mr. Millar has had experience in grades I to 8 inclusive, teaching all subjects. A B.A. in psychology with first class honours was awarded Mr. Millar from Lakehead University in 1969. In 1971 Mr. Millar convocated from the University of Toronto with a Master's Degree in Education. Currently, Mr. Millar is enrolled as a doctoral student at the University of Alberta specializing in Counselling and School Psychology.

Interest in youngsters, rather than subject content in itself, has attracted Mr. Millar to school counselling techniques. Historically and typically counselling in our schools has been a crisis or "bandaid" approach, i.e., helping children in dire distress - home problems, and behaviour and/or academic flare-ups at school. Sporadic efforts have been made in using a preventative approach in counselling, i.e., Mr. Millar's personal orientation to school counselling involves recognition of the need for crisis and preventative approaches, as well as a long term developmental approach. Research has demonstrated the importance of the beginning school years as a critical period in a child's development. In Mr. Millar's view, there are good developmental programmes designed to help children better understand themselves and others. These programmes make extensive use of an inquiry, experiential, and discussion approach to learning.

Mr. Millar feels strongly that we must co-ordinate our counselling efforts with key people in the community's helping agencies. We must involve the community inside and outside the walls of the school, if we are serious about the total welfare of our children.

As a school counsellor, Mr. Millar believes that short term goals can be dealt with by using behavioural techniques when appropriate and applicable, i.e., roleplaying, modelling, behavioural contracts and play therapy. At the same time, a consistent long term developmental programme is an essential facet of the counsellor's job.

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"ALL WORK IS AS A SEED SOWN, IT GROWS

AND SPREADS AND SOWS ITSELF ANEW."

Thomas Carlyle

FOCUS ON

COUNSELLING CENTER, UNIVERSITY OF ALBERTA

Submitted by: J.G. Paterson, Director

The Faculty of Education Clinical Services is currently accepting field trip referrals for the Educational Psychology 524 students' practicum. Tests which the students administer include the Wechsler Adult Intelligence Scale, Wechsler Intelligence Scale for Children, Stanford Binet Intelligence Test. Field trips will be planned on a "first come" basis.

Please contact the graduate assistants at Clinical Services, Room I-134, Education Building, University of Alberta. (432-5864 or 432-3746).

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HOW OVERLOADED COUNSELORS CAN GAIN IN EFFICIENCY WITHOUT NEGLECTING VITAL SERVICES TO THEIR STUDENTS

Excerpt from Education Summary
Vol. 7 No. 4

A guidance counselor with a heavy workload can, of course, solve this particular problem by using production-line procedures; but he'll only create other problems. What he needs to do is to find the line where a concern for efficiency changes to an obsession with it, and stay on the right side of that line. So says George London of Moncton (New Brunswick) High School, in *The School Guidance Worker*.

Necessity being the mother of invention, when resources don't meet needs, timesaving devices must be used. London suggests that the counselor consider using these:

- Adhere closely to a time limit on individual, one-to-one interviews. Judgment must, of course, determine whether the allotted time should be extended. Before the interview, the client should be told when it will end, and he should be reminded a minute or two before the time is up.

- For problems concerning course selection and vocational choice, two or more clients can often be interviewed at the same time. (A teacher can assist by notifying the counselor that two or more students have a problem in common.) A single interview is not only more efficient, but may be more effective, in that each client is likely to have questions that hadn't occurred to the other.

- Group guidance and counseling help in spreading information, and may enable the counselor to cover points that would otherwise go untouched. Also, a student with a problem gets a chance to see that others may have the same problem and react similarly.

- For purposes of disseminating information about admission requirements of post-secondary institutions, as well as developments in the job market, bulletin boards in high-traffic areas of the school help, as do display shelves in the library or in special rooms.

- Guidance representatives from each home-room can make announcements to classes and maintain classroom bulletin boards. They can detect problems that should be discussed in group guidance session and report them to the counselor. They can line up resource people for career conferences and group guidance sessions, and can locate occupational information. And they can update occupational files.

- By speaking at assemblies, the counselor can pass on information not only to students but to the staff as well. He must realize, however, that pertinent questions may go unasked in a large group, and should try to anticipate them.

- The counselor should gain the confidence of teachers, who are in a position to spot a problem before anyone else does, and can refer students to him.

London concludes by noting that instituting some of these practices provides the counselor with good evidence in case he's challenged to show that he's doing his job.

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